

DYSLEXIA?

GIDEON IS A GREAT SOLUTION.

Source: Yale Center for Dyslexia & Creativity

DYSLEXIA

IS AN UNEXPECTED
DIFFICULTY IN READING.

WHAT IS DYSLEXIA?

The basic understanding of dyslexia is that the student struggles to read (decode) and spell (encode) correctly despite doing well in other areas of study. It is specifically related to the *phonological component of language* (the relationship between sounds and letters).

WHAT IS RECOMMENDED FOR A DYSLEXIC STUDENT?

Experts recommend overcoming dyslexia through intensive, systematic phonics. The best part is research has proven this type of phonics to be best for ALL students learning to read. Even adults with dyslexia can learn to read better using a phonics program. Their brain images even change!

Gideon's Word Builders series is a set of 30 booklets of intensive, systematic phonics. Each step is mastered before moving on to a new sound. Words are read aloud (decoded) and spelled (encoded) each day. Comprehension is included as well.

SYSTEMATIC PHONICS

ARE FAR MORE EFFECTIVE
THAN NON-PHONETIC
INSTRUCTION IN PREVENTING
READING PROBLEMS
IN AT-RISK STUDENTS
AND FOR REMEDIATING
DISABLED READERS.

Source: National Reading Panel, 2000

ACCOMMODATIONS
ARE ALREADY PART OF
THE GIDEON SYSTEM.
REPETITION
ALLOWS MORE TIME
TO LEARN A CONCEPT.

WHAT ACCOMMODATIONS DOES GIDEON USE WITH A DYSLEXIC STUDENT?

Gideon does not change the program specifically for a dyslexic student. However, as an accommodation, the program itself allows for as much extra time and practice as needed on any particular step through repetition. Students are always working at their own pace. Mastery is required at each level before advancing to more complex material. Additionally, the reading program is completely untimed. Many dyslexic students thrive in the Gideon reading program.

WHY DOES GIDEON MATH REQUIRE A TIME STANDARD FOR ALL STUDENTS, INCLUDING DYSLEXICS?

Dyslexia as defined is not directly related to numbers. Memorization (shown by making the time standard) is a key component of the lower math levels. If the basic facts are memorized and simply retrieved (not calculated) from memory, the mental space (working memory) is freed up to be applied towards learning the new concept. Make the basic facts effortless, and the student gains energy for mastering the algorithm. Later, the time element shows mastery of the algorithms.

FREE UP
MENTAL SPACE
FOR HARDER CONCEPTS
BY MEMORIZING
THE BASIC FACTS.